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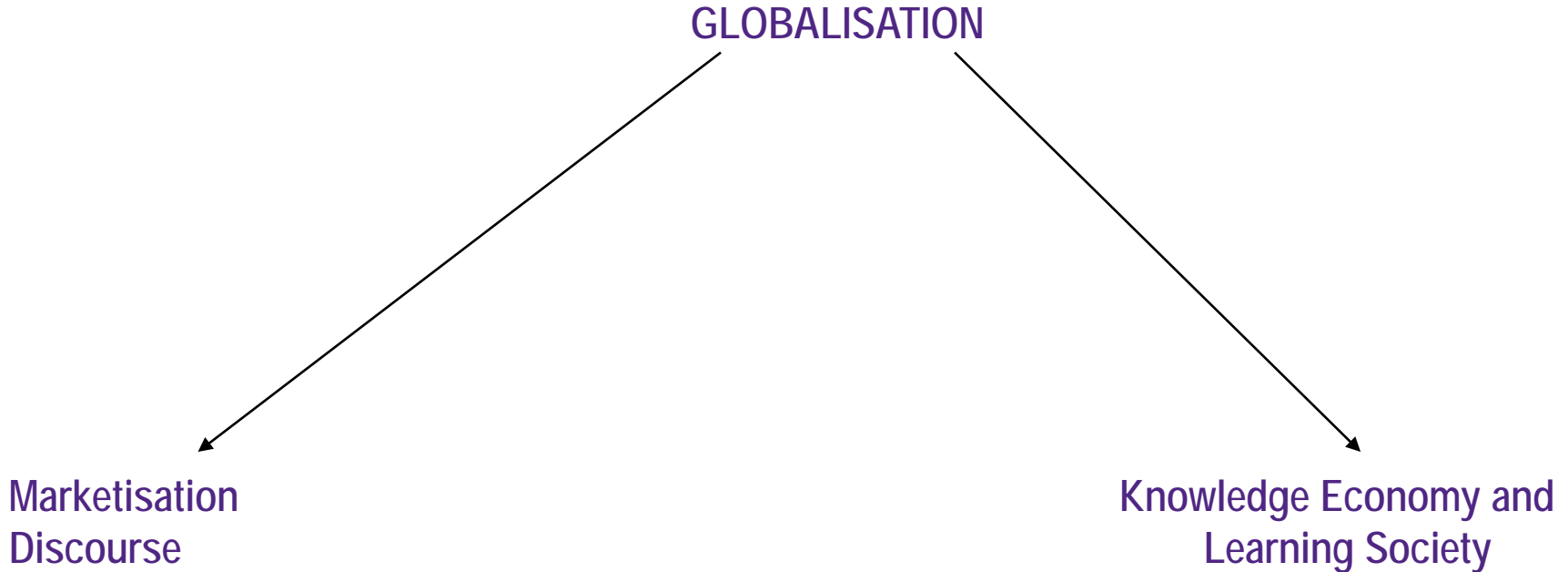
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# Internationalising student learning in HE: Never mind the mobility feel the diversity

Viv Caruana

# Conceptualising internationalisation of HE



Global citizenship – participation, responsibility, activism?

# Early approaches to internationalisation

- Ethos
- International mobility
- Content
- Graduate attributes or competencies

(Caruana and Hanstock, 2003)

# Defining internationalisation

- **Internationalization** at the ... institutional level is defined as the process of **integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.**

(Knight, 2004)

- International is used in the sense of relationships between and among nations, cultures or countries. But ... **internationalization is also about relating to the diversity of cultures that exist within countries, communities, and institutions...** Finally, global,...provides the sense of **worldwide scope...** [There is a richness in the breadth and depth of internationalization.

(Knight, 2004)

# Internationalisation 'at home' and 'abroad' – complementary concepts?

- Staff going abroad sharing their experience on the home campus
- International students sharing their experience in the classroom
- International staff sharing their experience
- 'Internationalisation at Home' the 'safe' and controlled environment for developing intercultural competencies
- 'Internationalisation at Home' developing intercultural competence through engagement in projects with the local community
- 'Internationalisation at Home' increasing outward student mobility

# Equality and Diversity at home, internationalisation far away?

Internationalisation: experiencing diversity ***outside the nation state***

Ethnic diversity policies aim to take advantage of the diversity that already exists ***within a nation state***

(Stier, 2003; 2002)

Separation underpins traditional emphasis on international mobility which in turn, reinforces the myth that a country has a homogenous culture

(Teekens, 2005; Liddicoat, 2004)

# Internationalisation and institutional mission

- Be a top ranking university and recruit international students – more important at research-intensive university
- Urban WP university – putting the locality on the global map!
- Small, semi-rural university - greater emphasis on preparing students for local multicultural working environments rather than global labour markets
- Australian universities – pre-occupation with graduate outcomes and experience abroad

(Caruana and Ploner, 2010)



# Internationalisation: The Challenge

## The development continuum



### Technical observance

More international students and staff

'Add-on'

Remedial support

(Adapted from McTaggart, 2003)

## How?

### Relational participation

Fostering cultural production

Confronting homogenisation

New forms of trans-cultural experience



LEEDS  
METROPOLITAN  
UNIVERSITY

# Internationalisation at institutional level?

- Synergy between internationalisation and Equality and Diversity agendas
- The 'business case' approach
- Operating at all three levels of diversity – structural, classroom, informal interactional

(Caruana and Ploner, 2010)

# What does inclusion mean?

No one should be disadvantaged

**OR**

All should be helped to learn by a curriculum designed to achieve success

(Caruana, 2011c)

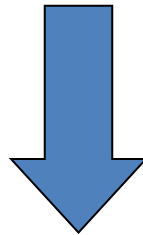
# Multiple perspectives?

- Acknowledge another person's cultural viewpoint?
- Acknowledge multiple ways of knowing, multiple ways of producing knowledge, different ways of living, doing, being and becoming
- Criticality?

(Caruana, 2011c)

# Becoming a multicultural university

**Symbolic approach** : Mobility, international content, recognising and celebrating individual differences and group identities but acculturation remains the norm



**Transformative approach**: Understanding how 'home' and 'other' cultures are interconnected and inter-related, developing dispositions, skills and other capabilities which enable students to produce new knowledge in global contexts

(Appadurai, 2001 as cited in Caruana, 2012)

# Exploring the internationalised curriculum

...the internationalised curriculum is **culturally relevant** and **empowers** international and other ethnically diverse students, whilst enhancing the global dimension for *all* students. It therefore **takes account of students' diverse backgrounds** and prior learning experiences and provides **curriculum space to discuss and reflect on transitions**. It enables students to appreciate their position within a globalised world, and **to develop as global citizens** with global perspectives and cross-cultural capabilities. The internationalised curriculum embraces both 'internationalisation abroad' and 'internationalisation at home' by providing opportunities for staff and students to experience **education, work placements etc. in other countries** whilst, at the same time, **bringing new cultural experience to the home campus** through sharing international teaching, learning and research experience in multicultural classrooms.

(Caruana, 2011c)

# Academic dispositions

- Cultural restorationists
- Modernisers
- Progressives

(Warren in Warren and Fangharel, 2005 as cited in Caruana, 2012)

# Carelessness or discomfort?

‘...carelessness with which engagement is treated...’

(Harper and Quaye, 2008)

‘...professional intercultural educators know that communicating and interacting with culturally different others is psychologically intense.’ It involves understanding how languages and cultures of others influence their thoughts, values, actions and feelings...’

(Paige, 1993 as cited in Caruana and Hanstock, 2005)

‘...not feeling confident that I have strong ‘cross-cultural capability’ myself, making it difficult to think about how to facilitate experiences for others. I suppose using the strengths of the students’ different experiences is one way of developing this and therefore devising learning opportunities that encourage this interchange of perspectives as an integral part of the course...’

(Caruana, 2010b)



# CPD considerations

- Holistic approach appealing to shared values and local ingenuity
- Avoiding burdensome prescription
- Nurturing a seamless relationship between disciplinary aims and the aims of multicultural education
- Challenging traditional and conservative views of internationalisation
- Challenging a pre-occupation with content coverage
- Providing the foundation for research-informed and evidence-based practice

(Caruana, 2012)

# Cultural learning and global citizenship?

- Scorza (2004) USA – paradoxical gap between global power and global competency of citizens...the problem of scale...how to keep informed...the scale of global affairs dwarfs the individual...
- London (1999) Decline of civic engagement and crisis of public confidence in social and public institutions in the US attributed to universities' subscription to an ethos of professionalism...the 'experts' are not 'us'
- Need ability to think and frame issues in public terms, engage with otherness and to pursue new courses of action through deliberative inquiry

(Caruana, 2011a)

# The key principles of Global Citizenship

- Participation, responsibility, activism
- Balance depends on approach to globalisation:
  - Neo-liberal
  - Transformationalist
  - Radical

(Caruana, 2010a)

# Preparing graduates as global citizens

- International or local outreach? Community volunteering or service-learning?
- The degree of intervention required in order to transform experience into learning
- Tensions between the needs of the project and student learning

(Caruana, 2011 b)

# Disciplinary knowledge and global perspectives – learning from diverse ‘others’

- Legitimacy of challenging disciplinary values, norms etc. through crossing cultural boundaries and taking learning out into the community?
- Paradigms and pedagogies – dialogue with student voice to acknowledge but more importantly shape expectations and aspirations
- Shift the focus to knowledge production based on multiple identities and multiple ways of knowing – embrace learning as personal, iterative and emergent...

(Caruana et al, 2011)

# References

Please see separate word doc provided

Thank you!